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ABSTRACT

Students in a poor, rural county in South Carolina worked with their community to build a new volunteer fire station, enabling many residents to get fire insurance. The project enabled students to see the relevance of education and to be seen as solutions to problems rather than as problems, generated enthusiasm among students toward the community and education, exposed students to potential careers, and contributed to a decrease in discipline problems and dropouts. Suggestions to others wanting to initiate service learning include involving youth from the start as leaders of the project. They can conduct a needs assessment and host community meetings to share the results of the assessment and discuss the next steps. Students, teachers, and community members can identify potential partners in the proposed project and contact them. Interdisciplinary work can be encouraged by involving teachers in various curricular areas. Students should be exposed to the career potential of the different skills used in projects. Administrative support for service learning should be sought. The best sources of funds are found locally. All participants should reflect and share reflections throughout the project. School and community leaders should celebrate the accomplishments of all participants and recognize their contributions to the community. A core group of teachers and community volunteers should be available to support the students in service projects, and hierarchies should be eliminated. Eight resources for further development of service learning are presented. (TD)

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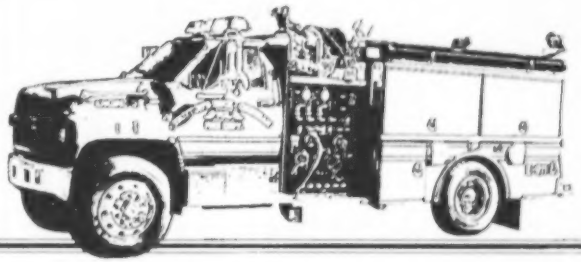
Cornerstones

Building Rural America Through Service Learning



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Cornerstones

Building Rural America Through Service Learning

by Jerry Pace

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Linking Learning With Life

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"Working to solve community and school problems and finding solutions to community needs is creating civic mindedness within our students. They will be our leaders of the future and they are developing skills now to prepare them for their future roles.... Students feel that they are solutions to problems rather than the problem. Students are learning by doing and at the same time, serving to learn."

Excerpt from Britton's Neck High School Mission Statement

Introduction

For many rural communities, implementing service learning beyond the school walls has seemed to be a greater challenge because of the scarcity of community agencies and organizations with whom the students in their rural schools might serve. Unlike urban and suburban settings, most rural school districts do not often have access to such traditional service sites as Head Start, nursing homes, soup kitchens, or homeless shelters, and so service learning tends to be school-based. Nevertheless, a community-based experience can afford even more opportunities for students' personal and social growth as they engage in community-building activities.

How to get students beyond the school setting and become authentic partners in strengthening their local community is an issue that rural districts are especially well-situated to confront successfully, and Jerry Pace and the Britton's Neck, South Carolina, community has led the way. They will tell their story in this guidebook, and at the same time Jerry will share some tips that he and the other teachers and school administrators, students, and members of the local community have discovered—ideas that can help you develop communitywide projects in your rural area.

As you will see, Britton's Neck understands its community and its special character, qualities which can also be found in other American rural communities. The ability of a community to work together to get things done, without being dependent on others, is a strength of these communities.

Join us now as we go to Britton's Neck, South Carolina, the home of one of the original National Service-Learning Leader Schools. Meet Jerry Pace, an experienced service learning teacher who will give you the tools you need to stretch your rural service learning program beyond the walls of the school. You will see how your students can become the catalysts for community development, just as the students in Britton's Neck did as they laid more than a symbolic cornerstone in building their community's new fire station.

What Service Learning Is All About

In the next few pages, I'd like to share with you a true story of how service learning has affected the students of our community, the future leaders of our community. It has likewise influenced faculty and staff of Britton's Neck High School as well as students and teachers in our other educational levels.

I'll also be telling you all about our project in detail, the building of a community fire station, and how it has impacted our entire rural community in so many positive ways.

I'll be describing some of the strengths that rural communities like ours bring to the concept of service learning. And finally, I will provide specific suggestions for how your school might incorporate the lessons we have learned about implementing service learning. Our ultimate goal has been to solve community problems by giving youth a real role in bettering their community.

Britton's Neck School is one of the oldest in the state of South Carolina, dating back to the 1920s. The land was donated; the lumber was sawed right in our community on a local sawmill adjacent to the property. Members of the community actually built the school. That particular schoolhouse is still being used today as our current elementary school, and it is in excellent condition. In fact, there is a long history of community support here that dates back to the early 1900s.

As a relatively small school in a rural community, we get greater support from our parents than do many larger schools. We believe this is one of our strengths. Because we are small and rural, communication with the public is very important. People want to be informed and kept up-to-date about what we're doing. The more they know, the more they are likely to want to be involved. There is a great deal of pride that exists within our community and fuels our projects.

Perhaps our small community's greatest source of pride is in the students who make these projects possible, who work together to make learning come alive. Through participation in service learning, our students grow in maturity. They develop cooperative skills while working together to solve community problems. Life skills are developed; leadership is displayed; communication skills are enhanced; and civic responsibility is increased. I hope that by sharing what our students have accomplished at Britton's Neck, you'll be inspired to implement or expand service learning in your school.

—Jerry Pace

The Britton's Neck Way

One of the aspects of our community that makes it unique is the fact that we are used to doing things for ourselves. We are located in the very bottom portion of our county and have often been the last county to receive assistance in the state. So we've learned to pull together and get things done.

We had a school superintendent in the 1980s, Dr. Bob Saffold, who came here from a big city school district. When he came to Britton's Neck, he saw the pride that infused our community. He developed a slogan that has stuck with us since then. He called it "The Britton's Neck Way." There is something special about the people here and their willingness to support our school programs.

Our school is the smallest in the state of South Carolina. Marion County is also one of the poorest counties in the state, with a very high unemployment rate.

Britton's Neck is a small, rural community with no industry as such that exists other than agriculture. All of the present industry can be tied either directly or indirectly to agriculture.

The building of a new fire station grew out of a specific need to provide better fire service for areas that were outside the limits of the existing fire station—15 miles away. It was very difficult for people in our community, particularly if they lived in trailer homes, to get fire insurance because of the distance from the fire station to their homes.

We saw these factors as challenges, rather than negatives. We knew we had a problem and the problem had to be addressed, and we knew no one else was going to do it for us. So we approached this service learning project with optimism and pride, "The Britton's Neck Way."

Getting Started

One of the important aspects of service learning involves using students as resources to solve real community problems. In the story of how we got a fire station built in Britton's Neck, we began by enlisting the help of our service learning Youth Consultants to conduct a communitywide "Service Learning Needs Assessment" (Figure 1) in the beginning of the academic year. At our school, service learning Youth Consultants are students who volunteer their time to more or less do the legwork involved in our service learning projects in terms of putting them together, analyzing the needs assessments that we conduct as well as the annual schoolwide needs assessment, and then coordinating and implementing the projects. In your school, your students are indeed capable of conducting such a needs assessment, and their involvement in this step is very important.

(Figure 1)

Service Learning Needs Assessment
Marion School District Four

Please complete the following survey:

1. Which of the following is the most critical need in the Britton's Neck and Gresham communities? *(check two)*
   ☐ Human Needs ☐ Public Safety ☐ The Environment ☐ Education
2. Would you be willing to serve as a community volunteer?
   ☐ Yes ☐ No
3. If you answered yes to the above question, which area would you be interested in providing volunteer assistance?
   ☐ Human Needs ☐ Public Safety ☐ The Environment ☐ Education
4. List one specific project you think would enhance the quality of life in our community?

We always look at these four areas of need for direct service:

- Human Needs–Elderly, Poverty, Housing
- The Environment–Litter, Water, Flooding, Sewer
- Public Safety–Fire Safety, Emergency Units, Drug Awareness
- Education–After-school Programs, Adult Literacy

The students disseminated the communitywide survey to parents and members of the community, asking respondents to provide input on what they considered the most critical needs in our community that the school and students could address. The school also hosted a community meeting, conducted by the students, to explain the needs assessment and discuss the implications of the four areas of direct service. At that time, students asked community members to volunteer and become involved in providing assistance to our project.

The survey was included in our school newsletter, and was mailed by bulk mailing to every home in the community. We thought later that we would have gotten even more surveys back if we had publicized more. We could have had a promotional campaign—perhaps through our local churches, or through Public Service Announcements on the radio, or information sessions at the local library. We might have used our community contacts better in getting the surveys distributed. (We found out later that we could get the entire community more involved after they saw the big sign on the road: "Future Site of Britton's Neck Volunteer Fire Department." Then people would stop their cars and ask, "How can I help? What can I do?")

Once the completed surveys were returned, teachers then collected them from their students. Our service learning Youth Consultants at the high school collected the surveys and analyzed them. Math classes compiled the statistical data for us and analyzed the results.

Results of the Survey

Forty-six percent of all surveys were returned to us. Sixty percent of the respondents had checked public safety as the most pressing need that had to be addressed in our community. Under that heading, most respondents had checked fire safety.

We tallied the results and found that the need for a fire station was the top concern. Undaunted by the challenge, our students believed they could make a difference—1they could lead the community in the building of a fire station for Britton's Neck.

We then notified the community about our proposed project through the same bulk mailing approach. We also held a follow-up community meeting, conducted by the co-chairs of our Youth Consultants, Franklin Davis and Ashley Pace. They ran the meetings and were well received by the community.

Before tackling our project, we also met with existing fire station personnel and the fire department. We were pleased that they were positive about our project, and that they agreed to commit other resources needed to complete the project. Specifically, they agreed to provide the equipment for the new fire station. Before we ever began construction, they had already purchased two new fire trucks to be housed in the new station!

By November, a student's grandmother had already donated the property on which the fire station would be built. By December, the analysis of the land had been completed, and we were ready to clear the lot and begin preparations for the new building. The survey of the property was initially conducted by students, then by a certified surveyor. Before we began work on the new station, our students worked with county officials and community members to arrange for needed resources and prepare the property.

The students had followed the very important "Four Steps to Preparation"

Four Steps to Preparation

1. Identifying and analyzing issues
2. Choosing a project
3. Learning skills needed to perform service
4. Planning the service project

In summary, our students, as they undertook the new project, made sure to:

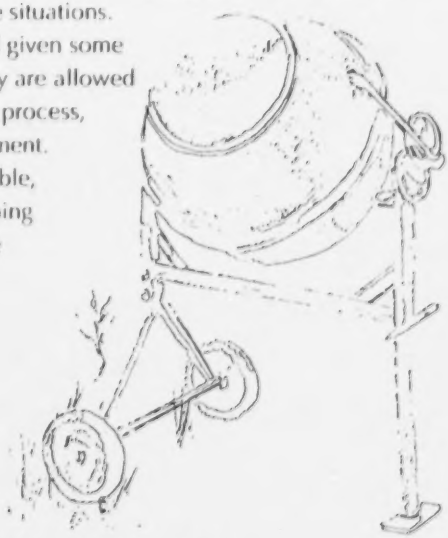
- enlist the support of the fire department and community resources
- acquire the property and some equipment
- conduct a survey and analysis of the land
- enlist the help of county resources to provide for the foundation of the building
- arrange for proper drainage around the land
- arrange for fill-in dirt to be hauled in

Since service learning is integrated into the entire school curriculum, when our fire station project got underway, different classes made different contributions to the process. The agricultural education class analyzed the land and arranged for proper drainage. Art classes put up a sign on the property which attracted the attention of passers-by: "Service Learning Project: Future Site of Britton's Neck Volunteer Fire Department." English classes wrote publicity articles for the local newspaper and developed brochures to promote the project. Math classes helped to compute the quantities of materials needed, based on the size of the building and the dimensions needed to house the fire equipment.

School-to-Work Initiative Tie-In

The actual building of the fire station began in January. The project took about a month to complete, and then we were ready for the new fire trucks to be moved in. Students donated after-school hours to help with painting and clean up. Our student involvement was exceptional. In the pre-building phase, we had up to 100 students participating in the project. By the completion of the project, every one of the high school students, and indirectly, a large number of the elementary school students, were ultimately involved. As far as the actual construction of the station, however, only high school students were directly involved.

With this project, there were many career fields the students could consider and from which they could learn. These included: brick masonry, electricity, plumbing, air conditioning/refrigeration, finishing out concrete, and land surveying and excavation. Many of our projects have tied directly back to the classroom, to math, English, science, social studies, art—indeed, the whole curriculum. Students begin to understand why an English class is important or why a math class is applicable to real-life situations. If students are motivated and given some direction and purpose, if they are allowed to have input in the learning process, they will value their involvement. If you make learning applicable, the students' degree of retaining what has been taught will be at a much higher level.



Curriculum Connections

Service Learning Project: Fire Station

A needs assessment survey of the Britton's Neck and Gresham communities revealed that fire protection was needed in remote areas of these communities in order for residents to get homeowners' insurance coverage. Students and community volunteers solved this problem through the construction of a fire station in one of these remote areas. Agricultural students did a soil analysis of the property to determine construction site compaction and the amount and types of soil that needed to be used for the foundation and for proper drainage. Service learning grant funds were used to purchase supplies and materials.

Competencies were addressed in the following high school disciplines:

Environmental and Natural Resources

- Soil Analysis
- Soil Types
- Drainage
- Slope
- Environmental Impact
- Surveying
- Land Measurement

Agricultural Production and Business Management

- Leadership and Citizenship
- Cooperation
- Calculating Bill of Materials
- Building Construction
- Electricity
- Masonry

Applied Math I and II

- Calculating area of building
- Calculating cubic yards of concrete
- Calculating amounts of materials (e.g., blocks, roofing materials)

Art

- Drawing design and shape of building
- Developing and constructing service learning sign

English

- Writing articles for school newspaper
- Oral presentations in community settings
- Oral and written reflections in journals

Competencies addressed in the middle school curriculum:

Social Studies

- Study of local government
- Study of nonprofit volunteer businesses

Health

- Home fire safety
- Developing a fire prevention plan for the home

Art

- Fire prevention week poster contest

Competencies addressed in the elementary school curriculum:

Health and Safety

- Were taught safety procedures in the home and school
- Gained an understanding of the fireman's job
- Learned about smoke alarms
- Learned how to escape from a house that is filled with smoke

Art

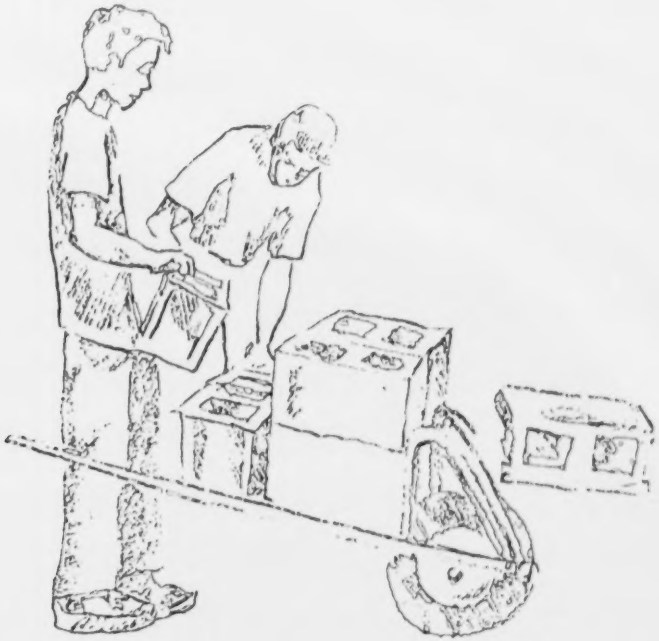
- Made posters on fire prevention and safety

Language Arts

- Wrote text for posters
- Reflected on their visits to the fire station

Administrative Support

We have administrative support from the top down for our projects, from our Board of Trustees, to the Superintendent, to our principals and teachers. This, too, is one of the keys to our success. Our administrators and teachers are very supportive of our projects. Any time we went to them and asked for their support, either in utilizing classes or in implementing aspects of the project into the curriculum, we were met with total support and cooperation. Service learning is a primary component of our total education program and is a part of our school's strategic plan. Service learning is a major part of our school's mission statement.



Funding

Our original service learning grant for the fire station project came from the Learn and Serve America program in the amount of $12,000. Most of this money was earmarked for supplies and materials. All grant monies from the Learn and Serve America program came through the State Department of Education at this time. Service learning is a voluntary program in our state, and many schools already have service learning embedded in the curriculum.

The whole idea of service learning involves students in giving back to their communities and in finding ways to tie the service activity into the curriculum. That is why service learning projects are so diverse in different areas. Our needs are different, as a small, rural community, than they would be if we were a large, city school district.

In our case, the more our students gave, the more community members wanted to help. Our local fire department held a fund-raising event and raised enough money to put the finishing touches on the fire station. The State Highway Department also donated time and funds. This gave the students the opportunity to see how local and state governments work. This, too, was tied back into our social studies and government classes.

We relied heavily on our community partners who also helped provide funds, time, and support. Some of these included:

- Rotarians
- Pilot Clubs
- Area churches
- High school student government
- Farmers Grange
- Future Farmers of America

Without our community partners, our project would have been severely handicapped. Community partners can provide financial assistance in the form of donations, material or in-kind donations, time, and effort. They are a valuable resource in any community and a wonderful source of encouragement and guidance for the students.

Reflection

As in all our service learning experiences in Britton's Neck, students in our fire station project reflected on such questions as:

- What did you gain from participation in this service activity? This can be new skills—whether vocational, social, or personal—or new knowledge and understandings.
- Tie what you learned in the service activity to your academic curriculum. All of our students, from elementary on up, truly understand the difference between service learning and community service, and consequently they can tell you what classroom learning is connected to the service experience.
- What specifically did you learn on this project?
- In what ways did you personally contribute to our community? How does this make you feel? For our students to feel that strong connection to our small community, reflecting on their participation in such a project as the building of our fire station, enhanced their ties to Britton's Neck.
- Having had this service learning experience, what is your impression of service learning?

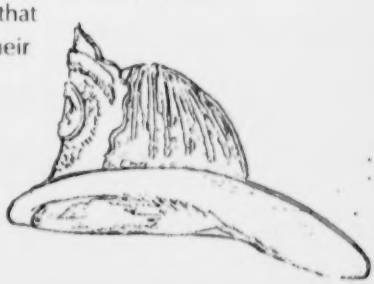
Reflection is part of the process throughout the entire service learning project. Whenever students are involved in some aspect of service learning, they are required to write in their journals and reflect on the process in which they've been involved. The idea is that the students' reflections are personal and authentic. Most of the time, students want to share their reflections, and we provide the time and opportunity for them to do that. Teachers also write their reflections and sometimes share those with the students. Students especially enjoy hearing their names mentioned or their specific contributions highlighted. Students are encouraged to write about their feelings during all phases of the project, from the planning stage to completion. From these many reflections, I've learned never to discount the value of students and what they can accomplish if you give them some direction and present them with a problem to be solved. It's important to allow them to have a tremendous amount of input, and ask them to be the real problem-solvers.

The Celebration

On the completion of the fire station, the students organized the formal "unveiling" of the new building with the firemen, the students and their families, and community members in attendance. Following this, the fire department hosted a community meeting and supper at the school.

We believe in recognizing our students for their contributions to our community, both to show how the community values their contributions and to celebrate their achievements. There are many ways to do this. Our school holds an awards ceremony each year to recognize these outstanding young people. Through the Corporation for National and Community Service, students who complete a certain number of hours of service in their projects can earn a President's Service Award. Depending on the number of hours, they will earn either a silver or gold pin. We also recognize the students who are going to college. Each high school can award two Presidential scholarships each year, amounting to $1,000 per scholarship. The end of the school year is a time for celebration of what has been accomplished, of what we hope to accomplish in the future, and the unity that has resulted from working together.

The greatest resources we have are our students. So many times, we do not tap into the energy they have or utilize that as a positive resource in developing solutions for our community. At the celebration, we let the students know that their energy, their commitment, and their vision are vital to the growth and enhancement of our community.



Tangible Results

In conducting an evaluation of our service learning projects, we always consider how well we have met our original goals for the project. We document measurable outcomes and tangible results. Although some of the results of our projects are intangible and therefore difficult to measure, they are every bit as important as tangible results. Most often, these "intangibles" are written about in student reflections and are spoken of in the presentations given by our students at service learning conferences where other students want to hear about how this process will help them.

What follows are some of the tangible results of our project to build the fire station.

- A new fire station---citizens in the area are now able to get adequate fire insurance on their homes and property at reasonable rates.
- Many individuals who could not get fire insurance before are now able to have it.
- Local dues and homeowners' payments to the fire department have dramatically increased.
- Greater cohesiveness in our school—many of our teachers worked together on specific projects, which were tied to several different areas of the curriculum, and they continue to collaborate on special projects.
- Writing of rural development grants has increased due to greater pride in the community.
- Career opportunities for our students—some of our students have become members of our local volunteer fire department. Others are working full-time as paid firefighters in adjoining counties.

We have seen changes in students' lives and the way they look at education. Education doesn't just take place in the classroom or in a textbook. If you can tie English, science, math, and social studies to real-life situations, you will make learning come alive for your students.

Service learning develops leadership and communication skills. Young people who were previously apprehensive about getting up in front of a large group are now more at ease in speaking publicly about how they've been actively involved. In fact, they are eager to talk about the benefits of service learning. As our former superintendent, Dr. Milt Marley, says, "Service learning actually saves lives."

What Our Students Have to Say

Because of their involvement in, and commitment to, this fire station project, our Youth Consultants have been invited to give presentations all over the state of South Carolina and across the nation. They have spoken in Providence, Rhode Island, and San Jose, California, about the value of service learning and its impact on their lives, their school, and their community, and they have attended many national and regional service learning conferences. Their comments about their service learning experiences follow:

"I think the biggest thing that service learning does is it helps instil pride—civic responsibility in something—and it makes students realize that there's something that's bigger than I am and bigger than my friends. I think at the age of other high school students and myself...it's all about 'what can I get out of it?' 'How will this impact me?' But with service learning, you get the chance to reflect. You can say, 'I've actually done something for the community.'

When we first started the project, there were not many students who knew about the whole issue of fire insurance rates, or the fact that the fire station was some twenty miles from the nearest home. They just knew that they did something good for the community. And I think by seeing that their work had a direct impact on the community, that will make them go out and want to do other things."

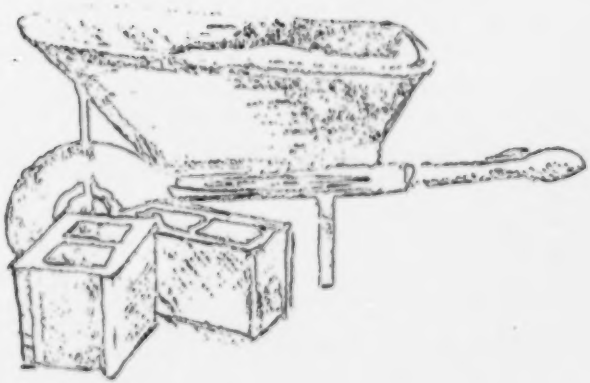
--Franklin Davis

"You have to get things started. You have to have ideas about what to do. You have to get out there and see what needs to be done, and think of things that would help benefit everybody—not just a certain group—but everybody as a whole, and get everyone involved. It just doesn't have to be high school students. The last two years that we were in high school, we got elementary school students involved in things as far as cleaning up the park and going out and helping do things. They did things in their classrooms with service learning. So, it wasn't just something that older students can do, but everybody."

—Ashley Pace

"I enjoyed the service learning project of building a new fire station. I had the opportunity to apply and learn skills related to agriculture and math. I learn best through hands-on instruction and participation. This project gave me the chance to learn by doing. Not only did I develop career skills, but the project also helped my community. The fire station gave more people needed fire protection. It also gave me the opportunity to become actively involved in the rural fire department. I have received firefighter training and am a volunteer in the fire department. I enjoy this because I am still giving back to my community. When I respond to a fire call, I feel good about myself because I am helping others through volunteering my time to provide a needed service. Service learning has provided me with many rewarding opportunities."

— Eric Larrimore



What Our School Has to Say

Service learning provides the opportunity for students to "learn by doing" while at the same time meeting critical community needs. Every student at Britton's Neck High School has the opportunity to participate in service learning through numerous projects. The projects are developed by teachers and students and are integrated into the curriculum. The projects make learning come alive, and students are developing leadership, citizenship, and cooperative skills.

Over 350 students, teachers, parents, and community volunteers are engaged in service learning at Britton's Neck High School. We are small, but as one of our students stated, "we are the small numbers with the big hearts." Our service learning program is incorporated throughout the curriculum and relates to the four service areas: Public Safety, Environment, Education, and Human Needs.

Service learning has had a positive impact on student learning and public relations in the community. Students are constantly searching for needs and bringing them to the attention of their teachers. The enthusiasm that is created on the part of students, teachers, and parents is immeasurable. Students are taking ownership of solving problems in their school and community. Discipline is improving, and the dropout rate is declining. Much of this can be attributed to service learning. Working to solve community and school problems and finding solutions to community needs is creating civic mindedness within our students. They will be our leaders of the future, and they are developing skills now to prepare them for their future roles. Students feel that they are solutions to problems rather than the problem. Students are learning by doing and at the same time, serving to learn.

Suggestions

We have learned many lessons from our experience of building a fire station in our community. Rather than using this like a checklist, consider these suggestions for developing your own model of community building in rural America.

- Rural communities know that, in order to solve community problems, they must pull together and solve local problems themselves.
- Don't underestimate the power of your students! Involve youth from the start as leaders of the project.
- Students should distribute a survey to the public that can be used to assess what the community considers its greatest needs.
- Students can host a community meeting to share the results of the survey and lead a discussion about what the next steps will be.
- Students, teachers, and community members can identify all possible partners in the proposed project and contact them.
- Involve teachers in all classes and in a variety of curricular areas to encourage some interdisciplinary work.
- Help students learn about the career potential of the different skills used in the project.
- Work towards gaining administrative support for service learning, including adding service learning to the school's mission statement.
- Outside funding helps, but the best source of funds and ongoing support is found in your own backyard.
- All participants, from students to teachers to community members, can reflect and share these reflections throughout the project experience.
- Celebrate the accomplishments of all participants, with the school and community leaders recognizing all for their contributions to the community.

We suggest that you be sure that you have a solid infrastructure in place—that means people—especially teachers who will be dedicated to taking the lead on the project and community volunteers who are actually going to go out and give of their time and talents. When

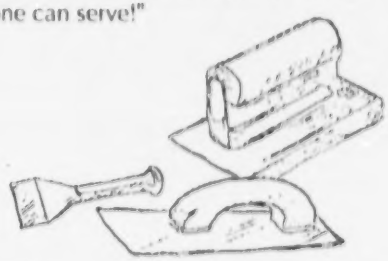
students undertake a project of this size, but have no direction, volunteers will quit and that can be detrimental. A support system needs to be in place, and all participants need to have ownership in the project.

Another recommendation is to eliminate the hierarchy! When you have hierarchies, you often have turf issues and disputes over "this is my job, and it's the only thing I'm going to do." At Britton's Neck, even though we have co-chairs in the service learning program, these students are still volunteers. There is no hierarchy, and no one has a set job. Everyone helps, everyone has an important role, and no one is more important than anyone else.

Final Thoughts

We hope the enthusiasm we in Britton's Neck have for service learning will show through these pages. We have seen the positive effects of service learning on our students, our school, and our community. We encourage you to implement a service learning program in your school if you haven't done so already. The principles we have shared, based on the story of our school building a needed fire station in our rural community, can help you meet the specific needs of your rural area.

The rewards of service learning are available to everyone, no matter where you live—because "everyone can serve!"



Resources

We suggest you use the following resources for further development of service learning in your community:

Corporation for National and Community Service
http://www.nationalservice.org/

Learning In Deed
http://www.learningindeed.org/

National Dropout Prevention Center
http://www.dropoutprevention.org

National Service-Learning Clearinghouse
http://www.servicelearning.org/

National Service-Learning Exchange
http://www.servicelearning.org/

National Youth Leadership Council
http://www.nylc.org

South Carolina Department of Education
http://www.myscschools.org

South Carolina PRAISE Project (Learning In Deed)
http://www.dropoutprevention.org/2levelpages/Special_Projects/praise/index.htm

About the Author

Jerry Pace is an agriculture teacher at Britton's Neck High School and is the Future Farmers of America advisor at the school. He is Service Learning Coordinator for the schools of Britton's Neck. Jerry and his students initiated service learning activities about ten years ago, and he is now a Service Learning Ambassador for the state of South Carolina as well as a member of the National Service-Learning Exchange as a Service Learning Peer Mentor for the Southern Region. He and his students regularly evaluate other service learning programs throughout the state and the nation.

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South Carolina Department of Education
Office of Community Education
1429 Senate Street, 906 Rutledge Building, Columbia, SC 29201
Telephone: 803-734-4915 http://www.state.sc.us/sde

National Dropout Prevention Center
College of Health, Education, and Human Development
Clemson University, 205 Martin Street, Clemson, SC 29634-0726
Telephone: 864-656-2599 e-mail: ndpc@clemson.edu

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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